

2-23-1967

## The Wellesley News (02-23-1967)

Wellesley College

Follow this and additional works at: <http://repository.wellesley.edu/wcnews>

---

### Recommended Citation

Wellesley College, "The Wellesley News (02-23-1967)" (1967). *The Wellesley News (1949- )*. Book 98.  
<http://repository.wellesley.edu/wcnews/98>

This Book is brought to you for free and open access by the Archives at Wellesley College Digital Scholarship and Archive. It has been accepted for inclusion in The Wellesley News (1949- ) by an authorized administrator of Wellesley College Digital Scholarship and Archive. For more information, please contact [ir@wellesley.edu](mailto:ir@wellesley.edu).



# WELLESLEY

## COLLEGE *News*



Vol. LX

WELLESLEY COLLEGE NEWS, WELLESLEY, MASS., FEB. 23, 1967

No. 18



Judy Arnold '70, as Honey in Edward Albee's "Who's Afraid of Virginia Woolf?" covers before a verbal attack launched by George, played by Percy Granger, Harvard '67.

## Provocative Albee Production Presents Conflicts, Challenge

Donna Daley '67 has taken over the role of "Martha" for the Wellesley College Theatre production of Edward Albee's *WHO'S AFRAID OF VIRGINIA WOOLF?* being presented this Friday and Saturday nights in Alumnae Hall at 8:00 p.m. Illness in her family caused Carma Morrill '67 to give up the part. Miss Daley, a history major from Norwood, Massachusetts, was last seen on the Wellesley College stage as Nora in Ibsen's *DOLL'S HOUSE* two years ago. She is active in political work and has been a very zealous worker in the campaigns of U.S. Senator Edward Brooke.

Miss Ruth M. Adams, President of Wellesley College, commenting on the controversial play, has said that she hopes "the audiences will remember that this is art and not reporting, or, in other words, that they will not consider this a realistic presentation of the happy home life of the average academic family." Marshall Goldman, Associate Professor of Economics, describes the Albee work as showing "college life as it is," while Anthony A. D'Amato, Instructor in Political Science, calls the dramatist's representation

"college life as it ought to be."

The four character play concerns an associate professor of history and his wife who is the daughter of the president of the small New England college. At a post-party 2:00 a.m. in the morning, they entertain another faculty couple, a new instructor in biology and his pretty young wife. In three searing acts, the internal and external conflicts and crises of the two couples are stripped bare in an exorcising expose of their pasts, present and possible future.

The Albee play won virtually every award going in 1962, the year of its New York production, and was subsequently made into a major film. The present production is one of the first non-professional presentations and constitutes a supreme challenge for the cast which also includes Judy Arnold '70, Percy Granger (Harvard '67) and David Clasby. Paul R. Barstow directs, and the set has been designed by Eric Levenson.

Tickets are available at the college Information Bureau, by mail, or at the Box Office, at \$1.50. Wellesley College student tickets are \$1.00.

## Oratorio Of "Ash Wednesday" To Premiere in Choir Concert

"The poem's content is, while intensely personal, a part of the collective experience of mankind, and therefore a fitting vehicle for that communal form of musical expression, choral singing," Mr. John Crawford, assistant professor of music and composer of the oratorio *Ash Wednesday* a setting of T.S. Eliot's poem, expressed its appeal.

The oratorio will have its premiere on Sun., Feb. 2 at 8 p.m. in the Chapel when Mr. Crawford will conduct the Wellesley College Choir, Harvard Glee Club, and Cambridge Festival Orchestra, together with professional soloists, Dorothy Crawford, soprano, and David Laurent, baritone.

### Composer's Remarks

"Apart from my great admiration for "Ash Wednesday", I can-

not say what made me wish to set the poem, and think that perhaps I could accomplish the job, since this initial impetus, at least in my case, is not rational, but a matter of inspiration.

"Nevertheless, at least in retrospect, I can point to certain features of the poem which seem to invite musical setting. Its structure seems almost symphonic, with a 'scherzo', the second section, a lyrical slow movement, the fourth section, and a recapitulation of the first section in the sixth, and last."

### Other works

Mr. Crawford taught at Harvard and Amherst before he came to Wellesley. He had also composed a *Magnificat* for mixed chorus, pianist, and string orchestra, and "Amour, tu as ete mon maitre," Four Part Songs for Male Chorus

Continued on page three

## Senate Changes Freshman Rules; Debates NSA-CIA Relationship

by Lee Mathews '68

One hundred Billings was an exciting place to be on Tuesday evening. Senate decided to make an official public statement on the recent CIA-NSA controversy, and final voting took place on cars and freshman overnights.

The changes in car regulations mean that: seniors may keep cars during all three terms; students may drive in the town of Wellesley; students need not have Head of House approval to bring rented or borrowed cars on campus for loading or unloading; students may rent cars for driving to distances of less than 25 miles from Wellesley and on occasions other than weekends and academic recesses; and cars may be parked overnight for reasons other than driving home for vacations.

### Unlimited Overnights

The now-established general rules await evaluation in the spring. A next step could extend the privileges to juniors.

Senate passed the Vil Juniors' recommended Gray Book revisions. The most important change concerned freshman overnight permissions: beginning this year, freshmen have unlimited overnights term III, and beginning in 1968, their overnights are also unlimited in term II.

### Covert Relationship

Miss Zimmerman strongly challenged the term II limitations in saying that a threat or limitation to stay on campus means that the educational system has failed. Miss Adams expressed a "rigorous-minded" belief that people should take the consequences of their choice of action.

Jane Oliver '68 discussed the

Central Intelligence Agency's giving funds to the National Student Association. Evidently, the funds were given because the CIA's function is to secure intelligence concerning the nation's security. Some colleges are considering dissociating from the NSA, but Jane does not think Wellesley should withdraw. Mr. Schechter thinks that the immorality of the issue lies in the organization's accepting the money covertly, which leads to a question of the NSA's purpose.

### Public Censure

Senate decided to write a public

letter in the name of the College Government, sending it to NSA and CIA headquarters and to the press. The proposed content of the letter would censure the covert financing of the NSA by the CIA ("the activity"); censure the CIA ("the agency"); and deplore the vulnerability of the student officers who negotiated ("the individuals").

Students can air their views at a scheduled discussion within the next few days—the time and place will be announced. Senate will take no final action until next Thursday's Senate meeting.

## Touch of Irony and Puzzlement Characterizes Reading of Eliot

by Nancy Ross '69

"A good deal of the experience is hearing the special qualities of rhythm and diction," offered Mr. David Ferry, associate professor of English, last Monday in the Pope Room, preparing listeners for his reading of T.S. Eliot's *Ash Wednesday*. Mr. Ferry commented on the poem section by section, stating at the outset that it was "best handled with a light touch."

Reading the first section deliberately, Mr. Ferry explained its humility and privation as parallel with the mystical 16th century instruction *Dark Night of the Soul* by St. John of the Cross: let the inward senses be left in the dark so that the soul may be purged—that the speaker be strengthened and purified in God. Find the "dry and small" (Eliot) state of spirit-

ual dessication necessary for the possible fulfillment—a state where Christian delights as well as sensual pleasures are "insipid and bitter." (St. John)

### The Lady and Temptation

Expressed verbally Section II is the Lady of the courtly love tradition of whom we were reminded in section I by allusions from Shakespeare and Dante. The Lady, said Mr. Ferry, expresses no specific allegorical meaning, but calls up to us through the tradition a puzzling and paradoxical figure as intermediary between the earthly and the heavenly. The speaker's "dry bones" (Ezekiel) parallel images in Eliot's *Wasteland* and *Hollow Men*. The bones, however, are while like the Lady's gown;

Continued on page six

## Puppeteer Enlists Marionettes To Portray "Oedipus the King"

Dr. Peter D. Arnott will give a lecture demonstration of *Oedipus the King*, using marionettes to recreate the Greek drama, Tues., Feb. 28 at 8 p.m. in Alumnae Hall.

Dr. Arnott holds degrees from the Universities of Wales and Oxford, where he specialized in the study of Greek and Roman drama and the history of the ancient theater. His particular interest is the problems of presenting classical plays for modern audiences.

### Marionette Theatre

In 1949, he originated the *Marionette Theatre* of Peter Arnott, to explore the potentialities of puppetry in the field of serious drama, particularly in the presentation of Greek plays. The aim of the Theatre is threefold: to use the medium to offer re-creations of formal drama, often difficult to interpret on the live stage, to offer a repertoire of plays rarely performed "live," and to take these plays to places where they would normally not be seen.

Performances have been given throughout Great Britain at universities, schools and drama festivals. Dr. Arnott has also toured universities in the United States and in Canada. He has performed before the American Council of

Learned Societies in New York and at the Folger Shakespeare Library in Washington, D.C.

The repertoire currently includes, in addition to *Oedipus the King*, Euripides' *Medea* and *Cyclops*; Marlowe's *Doctor Faustus*; Racine's *Phedre*; Moliere's *Les*

*Fourberies de Scapin*; and a selection of medieval plays. Additions are made frequently. The Greek and French plays are in Dr. Arnott's own translations. They are one-man performances, and can be given in any normal theater or lecture hall.



Peter Arnott and two of the puppets with which he will illustrate his lecture on "Oedipus the King."



## EDITORIALS

*We, the Undersigned*

A petition expressing student concern over Wellesley's present education system, is at this moment being circulated in the dormitories. Drawn up under the auspices of SEC and *News*, the petition urges Academic Council to reconsider the current education system, and proposes several concrete changes which might be made, among them a reduction of the distribution requirements and the initiation of a limited pass-fail program.

Comments voiced at the recent SEC all-College discussion point up a definite dissatisfaction with the present system. The majority of those present expressed their approval of modifying distribution requirements and introducing pass-fail, feeling that the present system is detrimental to class discussion, intellectually restrictive and that

*News* is in agreement with the belief that the grades are in many instances superfluous.

present curriculum is in need of revision, and that student dissatisfaction not only exists, but is prevalent throughout the campus. It would seem that the sentiments of the student body should be made public, if there is to be any hope for positive action on the part of the curriculum committee. It is to this end that the petition was drawn up; we do not feel that it is extreme, either in its demands or in its phraseology. It appears to us to be the best way presently available to the students at large to express their feelings about the curriculum under which they must study. We heartily endorse the petition, and urge students of all classes to do likewise.

*NSA Faces Cover Charge*

The clandestine relationship between the National Student Association and the Central Intelligence Agency has boomeranged. Although *Ramparts'* March issue has not reached newstands, its exposé of NSA's financial and intelligence connections with the CIA has precipitated national reprisals to the detriment of both organizations.

The details about this affair are not yet public. From what has been revealed, NSA appears to have unwittingly misrepresented itself, at home and abroad, as an independent and private student group. NSA officers and government officials who initiated and perpetuated the secret relationship are to be censured. An open organization such as NSA should not maintain secret relations

ships with any government agency, regardless of the programs it enables them to undertake.

NSA's present national officers are to be commended for taking firm steps to clean up their organization. In order to sever all remaining ties, financial and otherwise, with the CIA, they are undertaking a thorough investigation of all personnel.

In spite of the NSA's tarnished record we still endorse its objectives to represent American students on the national and international level. We hope national officers will find public funds with which to continue their international as well as their domestic services to member schools.

*CIA: Santa Claws*

The CIA is having an identity crisis. It schizophrenically vacillates between playing the role of philanthropist and spy. However, if it continues to play both games, it will win neither.

In its Mephistophelian game with the National Student Association, the CIA failed utterly. If it wants to play Santa Claus to independent organizations, it should realize by now that it cannot do it secretly. After all, this is not the first time it's had its fingers burned. One would have thought that the CIA could have learned from the Michigan State scandal. Guess not. Apparently, the CIA felt that the cure for public disgust with its secret involvement in the philanthropic sphere lay in more secrecy. This has been proven a fatal mistake. As long as *Ramparts* and/or Senator Fulbright continue to hang around, the CIA will never succeed in convincing anyone that it confines itself strictly to the accumulation of intelligence. Who would now believe that the CIA, the philanthropist, is just a hallucinatory phenomenon? A nightmare perhaps, but nightmares possess a distressingly real quality.

If the CIA really feels that its time and money is best expended on charity, it should pursue a more open policy of giving. There are, of course, justifications for strictly anonymous giving. The plight of humanitarians, invariably plagued by a

wide variety of public pressures and demands, merits sympathy. As a government agency the CIA would be especially vulnerable. Selective philanthropy, or favoritism, in government spending is not an acknowledged virtue — yet. Were the CIA to give of its vast resources freely and openly, it would be opening its doors to queues of gift applicants. Sympathy would naturally fall to the CIA for the loss of time, perhaps more usefully spent elsewhere, that it would incur in handling the subsequent multitude of supplicants.

One may be confident however that the CIA with its inexhaustible reservoir of funds, would be able to handle all new requests. Certainly, were the CIA to spread its money about more freely, the increased vitality, activity, and independence, of all groups in all spheres of American life would reward its efforts.

Should, however, the CIA continue to be shy in its giving, recipient organizations would be well-advised to take the initiative. Introduce Santa Claus to the *New York Times*. Show off his gifts. Tell everyone just how you got them so they can get some too.

Now it may well be that the CIA doesn't really want to play Santa Claus. If it transformed itself into a purely philanthropic organization, we would be left without an intelligence organization. And where would we be without that?

*A Role Reviewed*

The phrase "publish or perish" might be applied to Wellesley's two literary magazines, *Keynote* and *Penchant*. So far this year, both organizations have produced only one issue apiece. Unless they appear more often, both magazines will fail to fulfill their proper function of a public published medium.

The proper function of a college literary magazine besides exposure seems to be an intersection of the goals of *Keynote* and *Penchant*. *Keynote* advocates printing only work of the highest quality, providing the artist with a Critic Board willing to carefully analyze the efforts of the work submitted. For them, publication of a writer's work is almost secondary.

*Penchant*, however, feels its sole purpose is to provide the writer with the response of the community. *Penchant's* product is neither as "glossy" nor its contents as "finished" as *Keynote's*. Instead, it guarantees that community criticism will be available to writers who submit work. To the

amateur artist the reaction of many is often preferable to the reaction of a qualified few. Unfortunately, *Keynote's* Critic Board is simply not a sufficient audience.

*Penchant* and *Keynote* disagree on the answers to these questions: Does the aim of a magazine to encourage the writer necessitate printing all original material submitted? Or does the goal of a magazine entail limiting publication to high quality work, providing limited public exposure to the writer through a Critic Board?

Perhaps there is another resolution to the tensions between writer and critic, exposure and quality, than either *Keynote* with its Critic Board or *Penchant* with its "print-all" stand, has achieved. More frequent publication would enable both magazines to expose more creative work to the college community. The community, in turn, should remember that financial and artistic support of both magazines will make their renaissance possible.

*The Reader Writes***Reduce "Required"**

To the editor:

It's encouraging to see the *News* leading a re-evaluation of distribution requirements. I only wonder why Wellesley students have taken so long to wake up to the rigidity in the selection of courses at this college; most other colleges have already made their programs much more flexible as the result of student pressures.

It seems to me that the basic issue here is not whether the College has "confidence" in the student's liberty to choose her own program, but rather that the overwhelming tendency in college education today is toward interdisciplinary study and that procedures should be stressed which lead toward interdisciplinary exposure. Since colleges as institutions tend to compartmentalize the discipline under "departments," most of which are probably hopelessly outmoded, students ought to exert pressure against the colleges and the vested interests therein represented in favor of greater interdisciplinary programs. The colleges themselves ought to be taking the lead, and a few are, but if they do not choose to do so, then the students ought to push for greater freedom of choice.

But the problem is not quite that simple. Although requirements for the major should, in my opinion, be reduced so that a student can take related work in other departments, there perhaps ought to be some distribution requirements to guard against the opposite tendency of some students to specialize entirely within one or two departments. For example, I think a science course of some sort ought to be required. I would also, personally, have a required statistics course for everyone majoring in the social sciences.

On the other hand, Wellesley clearly goes too far in the rigidity of the distribution requirements it imposes, and I am not sure there is a substantive rationality in all its requirements. The tendency, again, is for an institution to be conservative in these matters: to protect vested interests, to accomplish change primarily as a result of bargaining among departments and not primarily on the basis of educational needs at the present moment. This is only a tendency; other forces are always at work. One of them ought to be, in my opinion, intelligent pressure from students, and the more of this that can be encouraged, the better prepared the students will be when they leave Wellesley to compete with students from other colleges who have had more interdisciplinary training.

Sincerely,

Anthony D'Amato, Instructor  
in Political Science

**Can We Combine?**

To the editor:

The always-controversial distribution requirements have lately come in for a good deal of extra criticism—most notably in the *Harvard Crimson*, along with other matters—and it seems that there are some 18 units of "planned" study which we are, in one way or another, compelled to undertake. This situation, completely justifiable when looked at from the standpoint of one's total education, nevertheless presents difficulties which are impossible to deny. Thinking about this led me to an idea which might be an interesting topic for SEC or the Academic Council to discuss, or simply for readers of *News* to meditate upon.

What I suggest is that a student  
*Continued on page eight*



# WELLESLEY

## COLLEGE News

Owned, operated, and published weekly on Thursday, September through May inclusive except during Christmas and spring vacation and during examination periods by the Wellesley College News, offices in Green Hall, Wellesley College, Wellesley, Mass. 02181. Telephone 235-0543 and 235-0320, extension 270. Circulation 2500 to students (included in tuition) and to faculty, plus 500 subscriptions, 500 office copies. Subscriptions \$4.75 per annum: Second class postage paid at Boston, Mass., under the act of March 8, 1897. Represented for National Advertising by National Advertising Service Inc. The opinions expressed in this newspaper are not necessarily those of the Administration.

Editor Emeritus Terry Pristin '67  
Editor-in-Chief Susan Sprau '68  
Associate Editor Wendy Noonan '68  
Features Editor Jane Canter '68  
Managing Editors Anne Martin '68  
Tracy Thompson '68  
News Editor Wendy Wyse '68  
Junior Editorial Board Betty Demy '69  
Barbara Furne '69  
Penny Ortner '69  
Nancy Ross '69  
Barbara Schlain '69  
Ann Sherwood '69  
Kathleen Thomas '69  
Star Black '68  
Susan Scott '68  
Photography Editor Nancy Eyler '69  
Reporters Ann Armstrong '67  
Ann Carter '69  
Thea Devine '69  
Kristin Elliot '67  
Carolyn Foster '69  
Susan Foster '68  
Chris Franz '63  
Dorothy Glancy '67  
Cynthia Green '67

Priscilla Kerbin '68  
Demie Kurz '68  
Joan Manheimer '68  
Lee Matthew '68  
Gail Migdal '67  
Ann Murray '67  
Louise Ritzman '68  
Carol Sachs '69  
Susan Shaplor '68  
Pat Stillwell '67  
Amanda Wiles '68  
Kay Williams '69  
Business Manager Nancy Adler '68  
Circulation Manager Rhea Kemble '69  
Advertising Mgrs. Cheryl Hepburn '68  
Candy Morton '68  
Photography Staff Jenny Cook '69  
Diane Edwards '70  
Lay-Out Staff Marsha Foreman '68  
Ruth Rosenblatt '69  
Marilyn Tamburo '69  
Associate Reporters Judy Cheek '70  
Mary Enterline '70  
Helen Lynum '70  
Tay Wilkins '70



# Photography Captures A Moment, A Summer

by Susan Shapiro '68

Karin Rosenthal '67's photographs, now on exhibit in Room f cannot be seen in a glance. To absorb their formal and subjective subtlety is to be frozen for a moment in time. To be captured by their spontaneity is to be catapulted into a summertime exploration of Europe's people.

The exhibited photoes capture moods as fleeting as the bubbling laughter of three Spanish children. They compel the viewer to see the play of light and angled shadow in a multitextured brick alley in

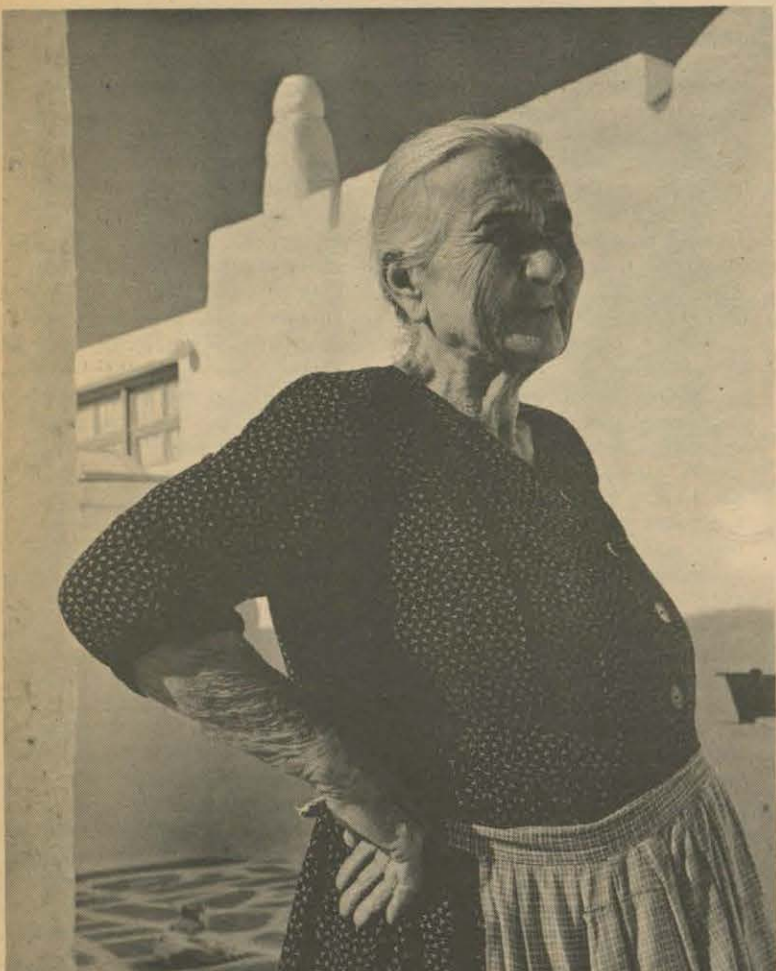
Toledo.

## Composition

Much of their formal gratification emerges from the play of sunlight against shadow and organic against geometric form. A starkly silhouetted bannister flattens the relief of a stucco and flagstone stairway on Mykonos, making a street scene into an abstract pattern dissolving in light.

The soft sagging flesh of an old Greek matriarch contrasts with her wry bird-like face. Her imposing silhouette dominates the sunlit geometry of her stucco home.

Karin's skillful developing and printing make her photographs speak for themselves. All the photos on exhibit are on sale, and may be ordered from Karin in Tower Court East. Prices range from \$7.50 for an 8" by 10" print to \$10 for an 11" by 14" print. The exhibit lasts through February 28.



A weary, wrinkled woman pauses to squint into the midday sun.  
Photo by Karin Rosenthal '67



The camera captures the eloquence of three small boys at play.  
Photo by Karin Rosenthal '67

## Ash Wednesday..

Continued from page one on 16th Century French Texts."

In addition to "Ash Wednesday" the choral groups and orchestra will perform Brahms' "Song of Destiny" under the direction of Mr. William Hermann, associate professor of music and director of the choir. Mr. Elliot Forbes will conduct a Harvard Glee Club performance of Rossi and Milhaud motets.

The text of "Ash Wednesday" will not be printed on the program. Concert-goers should bring a copy or may purchase one for \$1.00 at the concert, courtesy of Hathaway House.

## TRY-OUTS FOR THE NEW NEWS

The all-new News is coming! New staff, new format, new slant on the news — your college newspaper has gone wild! Participate in the journalistic revolution — be a News staffer. News has openings for qualified reporters, photographers, and cartoonists. If you are bright and alive, aware of what's going on at Wellesley and interested in what's going to happen, News is the place for you. Come to try-outs Mon., Feb. 27, at 4 p.m. in the News Office, 41 Green. Be a part of what's new at News!

## CORRECTION

News regrets its misquotation of Belle Huang '68 in our last issue's interview with the C.G. president candidates. She actually said "Senate is now ready to handle academic as well as non-academic matters."

News also regrets omitting Jane Oliver '68's name from the list of supporters of Belle Huang in their letter of endorsement.

This Week the Placement Office Features  
Feb. 24 — MIT (Cambridge)  
Feb. 28 — Ciba Corporation (Summit, N.J.)  
Cleveland Heights, University Heights City School District (Ohio)  
Children's Cancer Research Foundation (Boston)  
March 2 — Boston Public Library.

JOHN MEYER OF NORWICH

All prices are "about."



Treasure trove for warm days—John Meyer niceties tailored with his traditional loving care. Shelter for sudden showers, the swashbuckling Dacron® polyester-and-cotton trench coat \$45. Sou'wester hat in Dacron-and-cotton \$7. Under-cover allies that take their own fashionable place in the sun: belted fly-front skirt \$12. And cotton crinkle blouse to blend \$12. Bright note for any beach: cotton swim suit in Samantha print \$23. Matching Samantha print beach hat \$7. All in resplendent summer colorings. At discerning stores everywhere.



# News Views Issues, Candidates

This elections editorial expresses the opinions of the *News* staff. It is the outcome of four discussions with the candidates in our office. On this and the adjacent pages are the candidates' own statements of their positions. Please read them and vote.

The office of Senior Vice-President is an administrative and an amorphous one. The three candidates, Nancy Beyer, Jane Michaels, and Stoney Wiske all expressed different conceptions of it. Yet in the *News* interview they failed to disagree markedly on any significant issue and offered only vague outlines of the changes they wished to implement.

Nancy was most interested in using the job in connection with bringing "Senate into the academic realm, on pass-fail, teacher evaluations, and tenure questions"; all three candidates, however, agreed that Senate should be concerned with academic matters. Stoney believes the most important role she would perform next year would be to serve on Senate's *ad hoc* committees, especially the bus committee. Jane wants to "enliven Senate, expand student participation, and arouse enthusiasm in CG affairs." She also brought up the issue of revising the present system of Vil Junior selection, around which most of the discussion centered. She favors "a modified election process," with open nominations in the dorms to alleviate "the appalling unfairness shown in the past." Stoney agreed that "writing letters was too cumbersome and nominations would be more effective"; Nancy however, likes the letter-writing process. She believes (and Jane agreed) that "the main problem lies in redefining the role of the Vil Junior first."

If a dearth of issues plagued the Senior V.P. discussion, the Chief Justice candidates at last provided "a choice, not an echo." Bunny Lowe, Mary-Eliza McDaniel, and Jo Pfeffer agree that the deep mystery surrounding the Court should be alleviated through some publicizing of penalties. While Bunny and Jo favor publicizing an anonymous list of past precedents, Mary-Eliza prefers making public a set of maximum-minimum standards for punishments.

*News* is endorsing Mary-Eliza McDaniel for her stand on this issue. We believe that a set of maximum-minimum penalties will clarify and simplify much of the Court's thinking. Discussion of the Court's aims and methods by next year's Senate will safeguard against too rigid or stringent standards. While there was some dissent on this issue, the majority of our staff dislikes the kind of biographical guesswork surrounding any list of published precedents and questions their helpfulness in a system where so much is dependent on the individual case. We feel that a framework of maximum-minimum penalties could be a more objective system, and a move toward that of the "real world."

*News* also endorses Mary-Eliza's stand on re-examining the nature of our judicial system, her desire to overhaul the *Judicial Guide* to "make it consistent with the revised *Gray Book*" and to furnish a copy to every student, her intention to "do away with that picky a system of discipline," and her interest in focusing on larger trends of rule-breaking to bring them to public attention.

We take issue, however, with Mary-Eliza's statement that "the Court's role is an educational one." We believe, with Bunny Lowe, that the

Court's function is "not to inculcate moral values," but to "consider a girl's individual responsibility to the Wellesley community." We feel that the "educational" idea has led to many of the present abuses of the Court, and we would like to recommend that Mary-Eliza re-examine her thinking on this critical issue.

The role of National Student Association-Student Education Committee Representative will depend largely on the future relations between SEC and Senate. At present she sits in Senate as the representative of SEC. All three candidates, Dorothy Dubose, Hillary Rodham, and Nancy Wanderer, expressed concern over the ineffectiveness of SEC as it is structured at present. All of them want SEC to stay under Senate, and feel the committee must be made more representative.

*News* endorses Hillary for her position on course evaluations. We realize the difficulties involved in publishing any sort of criticism of teaching, yet we feel that the mere reporting of syllabus, number of papers and hourlies proposed by Nancy is insufficient. Like Hillary, we believe that it is possible to publish a mature criticism of courses for students, without letting it deteriorate into a Harvard *Confidential Guide*. We do not believe the "more specific course index to supplement the present catalogue" proposed by Dorothy is sufficient.

We also agree with Hillary that SEC is "too important to be left to chance or to an *ad hoc* committee." We believe her contention that SEC as it is right now is viewed by students as "an elite closed group" and by faculty as "not representative of student opinion" is an accurate one. We support her and Nancy's endeavors to formalize and expand its representation, whether it be by department or dormitory, whereas Dorothy feels SEC's problem of representation will be solved next year "by working through Senate." We agree with Hillary and Nancy that this is a good time to examine our role in relation to NSA. At the time of the interview, Dorothy was not aware of Senate's relation to NSA.

The Chairman of the House Presidents Council must play a dual role. She must provide a two-way link between Senate and dormitories as well as investigate dormitory problems causing student discontent. To adequately perform these two tasks the Chairman must be prepared to forcefully counter administrative objections. She must be willing to undertake her own research to overcome practical stumbling blocks, rather than simply accept administrative facts.

Each of the finalists for Chairman, Jory Blake-more, Holly Clayson, and Connie Stowe, stressed her interest in different aspects of the job. Connie characterized the chairman as a "good organizer," someone "who can do background work and pull ideas together." Holly emphasized "standardizing" dorm penalties for social regulation violations. She feels that "a channel for an individual student to report a violation" should be established. Connie is sympathetic to making the court system less secret and publicizing its penalties. Jory, on the other hand, would "try to pull together the penalties," but feels that "it will be difficult to equalize them completely." She also evinced interest in establishing "how much jurisdiction the College and head of house should have in loco parentis."



Finalists for chief justice l. to r. are Bunny Lowe, Jo Pfeffer, and Mary-Eliza McDaniel, all '68. All election photos by Jenny Cook '69

## Chief Justice, Court Queried

by Bunny Lowe

It is unreasonable and unfair for the court to adhere to maximum-minimum penalties. Each case is unique; such narrow regulations could hinder the court's individual handling of cases. Rather, specific guidelines should clarify the procedure within the court. The system for "trying" a girl should be clear and definite to court members so that cases may be handled neatly and justly. In the past, the problems of the judicial system have stemmed from confusion within the court, not from excessive rigidity.

The court must respond to Wellesley and become a part of this community instead of the "real world." It should publish a general review of precedents, explain the court procedure to the student body, and publicize the existence of a student court of appeal. However, it should beware of over-publicizing private cases. An honor system should, theoretically, have no court. Wellesley's court should not stimulate a preoccupation with rule-breaking and rule-breakers, but deal with this cleanly and quietly. The court must be sensitive to student opinion and open to revision. The chief justice, as an active member of Senate, should work to revise penalties and procedures when necessary to coordinate the court with the college.

by Jo Pfeffer

In order to refute the distorted notion that Court is a mysteriously functioning body and a psychological review board, I propose an inclusive Court publication at the beginning of each term. This statement should consist of a listing of court procedures and an explanatory discussion of Court-punishable offenses, as well as a summary of the past term's cases, preserving anonymity and stating general penalties and grounds for divergence in degrees of punishment in cases of a similar nature. Because of the personal embarrassment which might result, I am against public notification following each case. I do advocate immediate distribution of the roles for late return carefully revised by the newly-established Court Ab-

sence Committee of which I have been a member. Although my general Court experience leads me to feel that Mary-Eliza's proposal for standardizations of Court's penalties is realistically untenable, due to the human factors involved, a focusing of the evidence presented in each case should be considered in order to avoid some of the unnecessary probing which in past has followed from insufficiently grounded evidence. I feel also that Court's voting procedure should demand each member's spoken or written commitment. I would encourage the constant flexibility of the Court Committee to question the justification of rules frequently violated and thereafter strengthen or propose the modification of such rules. Finally, Court must clarify for itself and for the Wellesley community the Court-related responsibilities imposed by the honor system.

by Mary-Eliza McDaniel

The college needs to understand what happens in Court and to be able to voice opinions about the application and validity of the laws which we hold as a community. I would suggest: 1. a statement by the Chief Justice immediately after each case of: violation, penalty, and reasoning, so that what went on is known, not rumored; and 2. an explanation available to all students of Court's method of trying a case, and a statement of the range of penalties given for each violation.

Specific changes are necessary in the procedure of the Court; it must be less personal. Court should be a more strictly judicial body. This will enable Court to have a stimulating function in the community (this is what I meant by "educational"). By bringing to the attention of students the problems with which it deals in its sessions, it should provoke an investigation of, and changes in, problem areas: perhaps the system of the warnings and irregularities, disproportional strictness of penalty to violation, methods of reporting rule violations.

We must have clear communication between Court and the college.



Finalists for bursar include l. to r. Marilyn Tamburro, Heidi Winalow, and Karen Williamson, all '69.

## "Distribution" Plus "Pass-Fail" Discussion's Foremost Issues

Distribution requirements and the possibility of some form of pass-fail system emerged as central issues in the open discussion on curriculum held in the Pope Room, Thursday night, Feb. 9.

The two issues seemed inextricably intertwined. Discussion of a pass-fail system pointed to the usefulness of such a system in encouraging students to take "risk" courses outside their majors, while consideration of the restrictive nature of the distribution requirements led to the suggestion that a liberal education derived not from coercion but from the chance to take courses of real interest and relevance to the student.

### Not Dilettantism

Referring to a recent *News* editorial which suggested that requiring the student to sample a large number of courses in a large variety of fields merely leads to dilettantism, one student observed that "for a 20-year-old girl, taking a few introductory courses in

many fields hardly qualifies as dilettantism." A burst of applause greeted the remark.

Turning to more specific problems, a biblical history professor suggested that "the required sophomore biblical history course is one of the most eccentric courses in the entire curriculum. 'What I want to know is,' he went on, 'should such a course be required?'"

### Pros and Cons

On the positive side of the ledger such comments as "I needed a course like that to have some of my established ideas really challenged" and such conjectures as "isn't it supposed to make us more aware of our place in Western heritage and history or something?" were voiced.

"Hinduism and Buddhism," a critic of the Bible requirement stated, "would be of considerably more interest to me. I would much rather learn about them than about the subject matter of Bible 104."

"The point is," another student stressed, "whether Bible 104 is really any different from any other course, sufficiently different that it should therefore be required of all students."

### Sciences Battered

Perhaps most severely criticized, the science requirement received blows from all directions. "My roommate almost died from introductory biology," one girl reported, her southern accent adding pathos to the exclamation. In a more conservative vein, several upperclassmen reminisced about the good old days when the science requirement included psychology and geography.

A student's "vision of freedom" from distribution requirements was questioned by a faculty member who wondered "if freshmen would not be more miserable with no holds barred." Some suggested new "independence and responsibility" might lead to lack of direction and narrowing of interests.

Some of the questions found answers. "I was very excited about college," one student said, "the problem set in when I arrived." Regarding the curriculum referred to by students throughout the discussion as created by an unidentified "they", one faculty member explained that it was "a compromise which completely satisfied no one."

"Every community should allow for a few kooky people," a professor suggested in answer to the proposal that well-roundedness might provide some sort of justification for the distribution re-

quirements. Applause again indicated approval.

The formal close of the meeting did not end the dialogue. The problem of smaller classes for example found its echo in a small group of students and faculty who picked up the discussion moments later in Room f.

An informal vote taken in the closing minutes showed unanimous support for change in the distribution requirements and nearly unanimous support for a limited pass-fail system with a few members of the group voicing their approval of the entire abolition of grades.



## Senior Vice-President Finalists



Finalists for senior vice president l. to r. Jane Michaels, Stoney Wiske, and Nancy Beyer, all '68.



SEC-NSA representative finalists, l. to r. are Hillary Rodham, Nancy Wanderer, and Dorothy DuBose, all '69.

## NSA-SEC Rep; Post In Flux

by Dorothy DuBose

SEC has the as yet unfulfilled possibility of serving Wellesley in two vital areas: by bridging the communication void between students with legitimate criticisms and those who make the policy decisions; and by creating new intellectual opportunities for us. The problem right now is in deciding how to be most effective and representative in the proposals it makes. By acting through Senate as a research committee able to define problems and offer constructive proposals, SEC could bring issues directly to the attention of the student body as well as open more direct channels to the academic council. Thus, the accusation that SEC operates in a vacuum could be solved. I also would like to see SEC working on a basis other than that of "reform-criticism" by sponsoring more discussion-lecture sessions with schools in the Boston area, as the recent Dartmouth experiment. SEC is an agent of the future, in the unique position to help students articulate their needs effectively and create a broader area for students to work within.

by Hillary Rodham

NSA-SEC rep exemplifies the most important educational issues facing us today. There is the problem of Wellesley's affiliation with NSA and SEC's affiliation with Wellesley. By the time this paper is read, students will have had a chance to discuss the NSA, CIA, and Wellesley and hopefully decide to censure the NSA and CIA, but the problem does not end with a letter. There is a need for a national student organization, although I am not sure NSA is worth rebuilding; yet, it is essential that Wellesley play an active role in fulfilling that need.

The second issue is the large

student discontent and faculty concern with the Wellesley educational philosophy. The present SEC has excellent ideas such as pass-fail, but the existing structure of SEC is not effective. Students often consider SEC as "elitist" and incapable of answering their needs. Faculty complain it is not representative. The obvious solution is to elect a chairman and increase student representation. Then SEC can continue questioning our education and countering discontent with proposals that gain validity because of their all-college representation.

by Nancy Wanderer

Hillary's and my platforms agree on every point but one: the issue of course and teacher evaluation. I would like to clarify the reasons for my stand on this issue. The kind of information I would include in an evaluation would not be a "mere reporting of a syllabus," but also an examination of books used, papers assigned, and amount of work expected. In addition to this, large courses could be broken down into sections, telling each teacher's special area of interest. This would group students and teachers who are interested in the same areas together, thus providing for more interested and interesting students, teachers, and classes.

I feel an evaluation such as Hillary suggests does not have a place at Wellesley. In it students place all the blame for uninteresting classes on the teachers. Also, the question arises as to who has the authority to pan a teacher. Perhaps an evaluation could include both pros and cons expressed by majors, but not just an out-and-out expression of contempt. What Wellesley girls need is a source of objective information about courses and teachers, not a slam sheet.

by Jane Michaels

I am in favor of Action—now. I propose three vital changes. A change in the present system of selecting Vil Juniors will abolish ineffective and unfair closed door discussion and establish the real voice of the students in each dorm.

A change to increase Senate membership by including a representative from all major organizations on campus, such as Forum and Barn, would alleviate the sad lack of communication between CG and the college community. In this pursuit I support Belle Huang's proposal to extend CG's role to academic matters.

A change to expand the minimal function of the office of Sr. V.P. would enable CG to coordinate the requests and views of campus pressure groups. My platform rests on the belief that all Wellesley students do have the right and should have the opportunity to voice their opinions in Senate.

by Stoney Wiske

The official duty of the Senior V.P. is to head the Appointment Committee to appoint heads of CG committees and Vil Juniors. She must be aware of the need for representing diverse minds on these committees. The process of selecting Vil Juniors should be made more open so that the Vil Juniors will find more support in their duties from aware, interested students.

Because her official duties are not time-consuming, the Senior V.P. should tend to appointing (and often serving on) ad hoc committees to examine specific issues for Senate. I would like to see her given the responsibility for coordinating the Soph. Senate Reps. By working with the candidates before the election and the reps after it, she could make this the most important and enthusiastic group for collecting and organizing opinions in the dorm to take to Senate and for relaying Senate's activities back to the dorm.

by Nancy Beyer

I fully support Belle Huang's aim to take Senate into the academic realm at Wellesley. I think that the Sr. Vice-President is in an ideal position to coordinate student demands, in such areas as a pass-fail grading system, or a student evaluation of faculty teaching to be used by the Tenure Committee, with administrative policy to create a satisfactory program structure. With regard to one of the specified jobs of the Sr. Vice-President, that of chairman of the Vil Jr. Selection Committee, I think selection of Vil Jrs. should be done with less secrecy and with a realistic understanding and statement of the Vil Jrs. role. Perhaps open nomination to House Councils by ballot rather than by a letters to the Selection Committee would improve the selection procedure. In conclusion, the job of Sr. Vice-President of Senate appears to me to be one which encourages creative and energetic initiation and coordination, a challenge which I would accept enthusiastically.

To the editor:

We feel a statement of Nancy Wanderer's qualifications is necessary in evaluating the candidates for SEC representative.

As president of the class of 1969, Nancy initiated two important changes. First, the executive committee, a traditional but superfluous body, was abolished. Second, the offices of secretary and treasurer were combined into one. Showing continued interest in student government affairs, Nancy attended the NSA conference at the University of Illinois last August.

We support her stand on the teacher-course evaluation pamphlet and changes in SEC and strongly endorse her for NSA-SEC rep.

Lindsay Jones '69

Nancy Gist '69

Huali Chai '69



## House Pres. Council Chairman

by Jory Blakemore

by Holly Clayson

Wellesley is changing, not in order "to become another Radcliffe," but to suit the needs of students who find certain aspects of the life of their earlier counterparts at the college irrelevant and constricting. The two greatest changes needed are: establishing consequential dialogue between students and faculty on academic matters and bringing many aspects of gracious living into the 20th century. As a member of Senate, these would be my concerns; as HPC Chairman, the latter would be my particular concern. A greater number of gripes have been articulated this year. Which of these are most pressing—from the drinking issue to inconsistencies in dorm policies—needs to be determined; the well-defined feelings against inconsistent penalties need to be transformed into actual changes. It is my feeling that the Chairman needs to be a spokesman and initiator, to be able to synthesize and speak the desires of student who wish to establish an atmosphere contributing to greater intellectual and personal maturity.

The strengthening of the House Presidents' Council as the link between C.G. and the dorm House Councils hopefully will serve several important new purposes in the coming year: a standardization of penalty procedures within the House Judicial Councils; an investigation of the means of reporting violations (e.g. drinking) in the dorms; an investigation of the effectiveness of the present Vil Junior Selection process; and the establishment of a more effective means of student orientation toward the college judicial system. The functioning of House Presidents' Council as a two-way channel is essential for keeping the House Presidents informed and to hear the views of the House Presidents gleaned in turn from their House Council meetings. It is the establishment of this kind of strong House Presidents' Council (frequent regular meetings of which are essential) which will permit the Chairman to act as the true representative of the collective views, as well as providing a vital impetus to her role as an initiator.

by Connie Stowe

To the editor:

"Constructive change" is a phase that characterizes Wellesley's growth in the past few years. Jane Michaels, candidate for Sr. Vice-President, is an advocate of constructive change. She believes that the current system of selecting Vil Juniors needs thoughtful, but immediate revision. Her platform proposes making the office of Vil Junior an elective one, which would eliminate the inefficiency of the present system and make the decision that of the girls who have lived with the nominees.

As House Presidents and Vil Juniors, we support Jane's attitude of "action-now" and endorse her as a candidate for Senior Vice-President.

Sally Herbert, '67  
Anne Messenger, '68  
Susan Muller, '68  
Jane Riffin, '68  
Alice Van Aken, '67

Throughout this year, and in the past two weeks in particular, I have become very aware of the lack of communication that exists on this campus. Many students are seriously disturbed by such varying problems as the Friday night watch setup, the court system, the relation of Senate to SEC, and Wellesley's position in the NSA. These students often become extremely discouraged when they find no effective way of voicing their concern. As I see it, this situation could and should be remedied by an effective House Presidents' Council. This body, and in particular the Chairman, should do all the background work that's necessary in transforming a vague concern of students into a concrete legislative proposal for Senate. In this way, the Chairman of House Presidents' Council can do a lot to streamline Senate operations, which I feel is of utmost necessity.



Finalists for junior vice president include l. to r. Norma Noto, Liz Rodgers and Barb Baker, all '69.



Jenny Bell, left, and Monnie Gores, both '70, finalists for treasurer. Not shown is Wendy Jones, also '70.



Finalists for Senate secretary are Anne Wallace, left and Pix Loomis, '70. Not shown is Kathy Arnold '70.



## Amherst Adds to Recent Stereotypes of Sisters

by Penny Ortner '69

With the prospective merger of Vassar College and Yale University has emerged both the serious issue of the obsolescence of the woman's college and a flow of (im)pertinent literature published by interested men's colleges.

The precedent of these publications was established when *The Daily Princetonian* exposed the secrets of college women everywhere in its "Infamous, Indispensable 'Little Black Book,'" *Where the Girls Are*. The introduction to this social guide warns, "Read *Where the Girls Are* laughing. That's how we wrote it, and that's how we intended it to be read." The Princetonian staffers are the first to admit, "*Where the Girls Are* is loaded with stereotypes."

### Damnable Normality

Wellesley girls are forgiven for their "health, athletic vigor, and damnable normality." Of Stanford girls they write, "Nine out of ten California girls are beautiful and the tenth one goes to Stanford." "Cliffies," they write, "want a 'relationship' more than a 'social life.'"

The successors to Princeton's bantery are not so successful. Their failure results primarily from the fact that, unlike their fellows at

Princeton, they take themselves and their stereotypes seriously.

### Diligent But Uninspired

Last month *The Amherst Student* published an edition devoted to *The Seven Sisters: Where are They Going?* This has been followed, perhaps accidentally, by a series of articles about Wellesley in *The Harvard Crimson*.

The Amherst publication, at a loss to type the Seven Sister woman, writes, "They're typed and depicted and retyped, but the categorizations are invalid." It then proceeds to class Wellesley girls as "diligent but uninspired." The Smithie, it says, is "middle of the road, definitely anti-radical." "The Vassar girl is 'liberal rather than radical.'"

### Curriculum

Despite its tendency to stereotype, the Amherst evaluation concerns itself with important questions from activism on campus to curriculum to dating to the role of education for women. In trying to explain the lack of inspiration at Wellesley, it says perceptively, "Part of the barrier is in the curriculum. In an era when curriculum requirements are being loosened, Wellesley retains a core curriculum which makes each student take freshman English, two sem-

esters of Bible literature . . . and two one-semester lecture courses."

It recognizes that Wellesley remains "a quiet rural school though only twelve miles from the big city." The Amherst article praises the changes that Wellesley has made in curriculum and social regulations and challenges the students to continue bringing down the barriers.

### Scholar and Sex Partner

The authors of the Amherst review seriously attempt to explain the discontent of the students at the Seven Sister colleges. They summarize their conclusions in the statement: "The Seven Sister student is being asked to be both intellect and woman, both scholar and sex partner, and finally she will have to be both at once. Yet her school is asking her to resolve these roles, to combine them if possible, in settings that rarely allow her to relate the two."

If *The Amherst Student* can be accused for occasionally stooping to stereotypes in its effort to evaluate the validity of the woman's college, its concern is not really a description for the girls at each of the Seven Sisters. It recognizes above all the dichotomy between the education provided by these schools and the role that women are being asked to play in today's world - a role that has changed much more rapidly than the Seven Sister Colleges.

## 'Aladdin's Lamp' of Daumier Shines in Cambridge Gallery

by Betty Demy '69

While the Gropper Gallery's exhibit of original lithographs by Honore Daumier is not drawing the crowds of the Fine Arts' Age of Rembrandt, it offers a comprehensive display of prints by this French artist of the 19th century. The Gallery, located only a few blocks from Harvard Square on Massachusetts Avenue, is holding the exhibition and sale of prints until March 11.

In this exhibit, Daumier's genius is revealed throughout all his periods: the early political years, the middle and mature years of social satire, and finally the last political satires of the 1870's. Each print, accompanied by short captions, labels Daumier as a man who possessed an understanding and sympathy for his fellow man.

### Comic Poet

Daumier has been known as the "comic poet" of Parisian society, yet his lithographs possess a universality and timelessness which has not faded since his time. And so the nagging wife can laugh without bitterness or rancor at his prints of nagging wives, and the hen-pecked husband can chuckle quietly, seeing himself immortalized on a Daumier lithograph. Every young child can see himself in a Daumier caricature being dragged to church or to bed or bath and not feel the least bit annoyed.

Often, though, the comic char-

acter of Daumier's works is tinged by melancholy, identifying him as the Balzac of the art world. Balzac's Pere Goriot, Vautrins, Rastignacs, and Eugenie Grandets are easily found in Daumier's social commentaries. Daumier treats them as Balzac did, with compassion and without censure. Lacking in romantic illusions, Daumier was profoundly aware and involved in the sometimes ridiculous affairs of the bourgeois.

### Political Satires

Daumier uses the same techniques in the realm of political satire to lash out against the injustices of Louis Bonaparte's regime. In one notable attack against the censorship of the newspapers, the press is personified as a goddess, surrounded by a glow of light. Her back is turned to a darkly clad figure wielding a club and the caption states simply, *Un Parricide*. He so incensed the political powers of his time that he spent six months in prison.

The power of Daumier's lithographs stems from his understanding of *la condition humaine* and his use of an inner light source which evokes memories of Tintoretto. This Aladdin's lamp, as it has been called, contains a genie who obediently orders the alternations of shadow and light and clothes the characters in a mysterious glow. There is a vitality in this art which creates more than pale images of humanity.

## Many Participate in Mlle Competition

Twelve Wellesley girls will represent the College as College Board members of *Mademoiselle* magazine.

Among the College Board members are seniors Margie Fox, Brenda Grad, Molly Gilbert, Linda Kate Goldman, Nancy R. Heller, Terry Pristin, Diane Sawyer, and Margaret Stone; juniors Leslie Candace Enders, Joan Manheimer, and Pat Worsley, and sophomore Kathleen Thomas. Some of these girls were chosen previously.

### Eligible for Editorship

Board members will have the opportunity to contribute to *Mademoiselle* and help keep the magazine abreast of campus trends. They will be eligible to compete for one of the magazine's 20 guest editorships.

College Board members were selected on the basis of entries submitted in the fields of art, writing, editing, photography, layout, fashion design, merchandising, retail promotion, or advertising. They will remain on the College Board until their graduation from Wellesley.

### College Government President

1967-1968

Belle Huang

### VIL JUNIORS 1967-1968

Bates — Lucie Leavell

Beebe — Meg Colton

Cazenove — Debbie Baker

Claffin — Eleanor Horsey

Davis — Hillary Rodham

Freeman — Janet McDonald

McAfee — Debbie Hoffman

Munger — Ann Lambert

Pomeroy — Wendy Judge

Severance — Martha Levine

Shafer — Carol Kenna

Stone — Carol Krumhansl

Tower Court—Rachelle Tessier

Chairman of Freshman Week

Marilyn Tamburro

## "Man for All Seasons" Rates Acclaim: Excellent, Effective

by Barbara Schlain '69

With all the critical acclaim aroused by *A Man For All Seasons*, we don't like to be one more voice in a chorus of praise, but we don't have any other choice. The movie about Sir Thomas More is, to put it conservatively, excellent.

The paradox of More, who declared of himself, "this is not the stuff of which martyrs are made," and yet was eventually canonized a saint; of the layman more religious than the clerics of his age; of the scholar who was essentially medieval in an age of modern, secular, unprincipled Renaissance politicians, has survived with grace the transition from stage to screen. Robert Bolt, in writing the screenplay, has remained quite faithful to his play, with only one major change in the omission of the Common Man, which causes a more realistic effect, and leaves theatrical devices to the theater.

### One Man

The film is also remarkable for what it is not. While it could so easily have become fascinated with the panorama of Renaissance giants and splendor, Fred Zinneman's direction centers on More.

And it is More, as played magnificently by Paul Scofield, who dominates the film. He towers above the men of the age with his incorruptible honesty. It is for this quality that Henry wants his Chancellor's approval of his divorce from Catherine of Aragon and his marriage to Anne Boleyn, and it is because of this quality that More cannot give it, denying political expediency, friendship, and perhaps even the good of the kingdom so dependent on a male heir. He is successively forced to give up power, friends, liberty, and his life, grasping at the legal straw of silence as events and an inse-

cure king push him to his death.

### Able Cast

Scofield, repeating his stage role, defies description. His More is man of wit, charm, intelligent learning, and kindness. He portrays a host of emotions and all their nuances, from a majestic outburst of rage at his trial, a willing joy to surrender his soul to God with a certainty that this is indeed what he is doing, a painful yet intentional alienation of a good friend, and an eloquently pleaded belief in the laws of the realm.

An able cast supports Scofield. Robert Shaw is an amazingly vital and rather neurotic young, pre-Holbein Henry, and John Hurt is perfectly ambiguous as Richard Rich, the ambitious betrayer. Leo McKern is a scheming Cromwell, Nigel Davenport a hearty and simple Norfolk, and Orson Welles an enormously obese Cardinal Wolsey. Wendy Hiller is sufficiently complaining as More's wife Alice, but Susannah York's Margaret lacks the intelligence and character she should have had. Vanessa Redgrave is superlatively sensual in a brief segment as Anne Boleyn.

### Superb Color

The photography is superb, treating with admirable restraint the splendors of the court, and capturing some breath-taking scenes of the English countryside, from sunset to the Thames to the flight of wild ducks.

An exceedingly effective touch in the film comes at the end, after the executioner's axe has been lowered. A voice narrates the ironic destinies of the men who brought about More's death: Cromwell, beheaded for treason; Cranmer, burned at the stake for heresy; Henry, dead from syphilis; and Richard Rich, who became Chancellor of England, and "died peacefully in his bed."



Associate professor of English David Ferry in a dramatic reading of T. S. Eliot's "Ash Wednesday." Photo by Diane Edwards '70

## Touch of Irony...

Continued from page one

the spiritual disintegration has purpose.

Mr. Ferry read more excitedly the "simplest and most vividly dramatic" third section. The nightmare devil-of-the-stairs struggle with the old soul comes before the beautiful vision of more sensuous temptation. The pagan garden and its god have a "lovingly detailed appeal for the speaker."

### Poignancy and Bewilderment

The last line of section IV is a quotation from a prayer to the Virgin. The expellee from Paradise is bewildered, unsure that the Lady, "the silent sister veiled in white and blue" will respond to his plea.

"Formal and general restate-ment" in section V opens with a "difficult and characteristic passage that gives what it takes back

and takes back what it gives." "The pessimism of Christianity in modern life is balanced by promises that, nevertheless, in this spiritual confusion the Word is still present." Mr. Ferry noted further poignancy in the passage: in a poem "attempting to find new ways of articulating a Christian vision," the speaker doubts his own powers to articulate.

### Release or Irony?

And the last section. Have doubt, privation, and exclusion earned a new kind of release, a reinvigorated sense of the world? Mr. Ferry presented the ironic alternative—"Whether the speaker does not in his humanity succumb after all to a temptation?"

I surely did not rationally know. But I looked around during the reading. Half the listeners looked down pensively, chin on fist. The other half strained, faces lifted.

## Make \$100.00 a month

No investment required. Just show our line of lovely Arnel Shifts. All retail for \$3.98 with a generous profit arrangement for the right person. We want a representative who can devote a minimum amount of time to earn a maximum amount of profit.

## READY CARD COMPANY

390 THIRD AVENUE

TROY, NEW YORK



## Heads of House Declare Belief In Adequacy of Present System

by Kristin Elliot and  
Pat Stillwell '67

Wellesley's present house mother system is adequate, according to comments made by several heads of house in a *News* interview seeking to determine their attitude toward proposed changes in the residence system.

Satisfaction with the present system varies. One head of house feels that she has a considerable amount of personal contact with the girls. Two others feel that although they don't know the whole dorm personally, their greatest satisfaction derives from the "few girls" they do get to know well and are able to help. Such specified cases, however, are often few and infrequent.

### Mature Older Woman

All feel that the responsibilities are tailor-made for a mature, older woman. All are widows; the majority have raised children of their own. "I feel the girls readily come to me for the advice and viewpoint of another generation," one said.

When asked about the possibility of initiating the new resident couple system, several felt that young couples' intellectual interests would be closer to the girls and having a couple in the dorm would create a warm, family atmosphere. Two agreed an experimental trial in one or two dorms might be in order.

Although some of the heads of house said that they could see some advantages of having a young couple living in the dorms, all pointed out that there would be many disadvantages to the system.

### Youth vs. Experience

The contrast of youth vs. experience is the source of the most serious misgivings. "Young couples in a new marriage tend to be too self-involved and also have less practical experience," one housemother voiced. Housemothers feel that girls would be more hesitant to call upon a young couple at any time. "Resident couples would not like to be tied down as we are," one said.

Given the present housemother quarters, they argue, the noise and lack of privacy are serious drawbacks. "The diversions for a graduate student trying to study would be too great." One housemother pointed out that overprotective parents might be skeptical with a young couple supervising the dorm.

### Rapid Turnover

Regardless if the couple were graduate students or faculty, the housemothers stress the increase in turnover. The couple wouldn't get to know the girls well if they were in the dorm for only a short time, they all felt.

At present, the housemothers feel they are the only people available for advice before a girl



A colorful dragon breathes a fiery welcome to the Chinese New Year.

Photo by Karin Rosenthal '67

takes the more serious steps of going to a dean or psychiatrist. They feel that they, with their maturity and experience, are better suited for this position.

## Bible 'Happening' Invites Major Powers

by Susan Sprau '67

It's happened. Student power has come to Wellesley. At least it has come to the biblical history department.

At a "happening" held Feb. 13 in the Faculty Club, Bible department faculty invited majors to become members of seven departmental standing committees. Calling the present committee set-up "a structure of the 19th century not relevant to 20th century students," Fred Denbeaux, professor, announced the department decision to add one junior and one senior to every standing committee.

"We want to share with you

majors such power as we faculty members have," he said. He explained that student representatives would sit on the committees, "not in a consultative fashion but with full voting powers."

### Creativity

Denbeaux noted that although department members have the power to include junior and senior majors on standing committees, they cannot invite students to become members of the department, as College legislation limits department membership to faculty.

Only senior members of the department make staff and tenure recommendations. The department or Academic Council may vote down curricular changes proposed

by the standing curriculum committee. However, "the real work of creativity goes on in the committees," Denbeaux emphasized. Representation on the curriculum committee will give majors direct participation in initiating course changes. Membership on other committees will involve them in other department activities.

### Lessen Gap

Denbeaux felt that "the gap between faculty and students ought to become less and less" with the new committee structure. Aware that his department was setting a precedent, he expressed hope that "we will be stimulating the rest of the College."

Majors attending the "happening" welcomed the surprise invitation. "I really appreciate being given this opportunity . . . I didn't realize that this was even possible," said one senior. Responding promptly to the faculty invitation, majors rapidly arranged for electing committee representatives. Faculty and students plan to start meeting together this spring.

## H. W. Janson, Art Text Author, To Lecture Here On Donatello

"Speak, speak, or the plague take you!" Donatello is said to have shouted at his work, the *Zuccone*, the pumpkin-headed prophet on the campane of Florence Cathedral. This is one of the many details Dr. H.W. Janson, who will lecture here March 1 on Donatello and the Renaissance, includes in his *History of Art*, the basic text for Art 100, 215, and 216 at Wellesley.

Donatello's unique position as the first sculptor of the Renaissance to "recapture the full meaning of the classical contrapposto," or balancing of volume in a free-standing statue, is to be the subject of Dr. Janson's lecture. Donatello is important as a "founding father" of the Renaissance and as an original genius in his own right, and so he is treated in the *History of Art*. He participated in the creative process which, Janson says, "is both joyous and painful, replete with surprises, and in no sense mechanical."

### Defines Art

In his *History of Art*, Dr. Janson has sought to define each work of art in terms of the creative process involved and to evaluate it in terms of its traditions and the changing values of its era. The fineness of judgement and characteristic humility with which he does this is what makes his text valuable, so widely used.

"The road to expertness," he says, "invites anyone with an open

mind and a capacity to absorb new experience." It is a road he has travelled with much distinction. Born in St. Petersburg, Russia, he attended Hamburg University and the University of Munich, and earned his M.A. and Ph.D. at Harvard University. He was assistant in fine arts at Harvard, lecturer at the Worcester Art Museum, instructor at the State University of Iowa, and associate professor and curator at Washington University in St. Louis. He is now professor of fine arts and chairman of the department of fine arts at New York University.

### Worker and Scholar

A member of Phi Beta Kappa and a specialist in Renaissance and Modern Art, Janson received a Guggenheim Fellowship in 1948 and 1955. Two of his books, *The Sculpture of Donatello*, published in two volumes by the Princeton University Press, and *Apes and Ape Lore*, published in 1952, received the Charles Rufus Morey Award of the College Art Association of America.

With his wife, he is co-author of *The Story of Painting for Young People*, *The Picture History of Painting*, *Key Monuments of the History of Art* as well as the *History of Art*. From 1959 to 1960, he served as the art historian in residence at the American Academy in Rome, and from 1962 to 1965 he was editor-in-chief of the *Art Bulletin*.

## SUMMER SEMINARS

in

## American Maritime History

Mystic Seaport

June 26 - August 4, 1967

University of Connecticut

and

Frank C. Munson Memorial

Institute of American

Maritime History

For details write:

Office of the Director

Munson Institute

Mystic Seaport

Mystic, Connecticut 06355

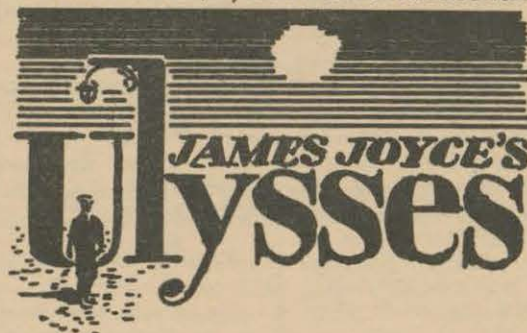


Residents of Boston's Chinatown watch the New Year's celebration.

Photo by Karin Rosenthal '67

Exclusive . . . only showing in  
BOSTON — PROVIDENCE Area!  
1st and ONLY ANNOUNCEMENT!

THE WALTER READE, JR./JOSEPH STRICK PRODUCTION



This film was made without compromise — exactly as Joyce wrote it. "ULYSSES" will be presented in this unexpurgated form for 3 DAYS ONLY — MARCH 14-15-16 in only 135 theatres in the U.S.A.

Admittance will be denied to all under 18 years of age.

3 DAYS ONLY MARCH 14, 15, 16

PRICES EVES.—8:30 P.M. \$5.50

MAT.—(Wed. Only) 2:30 P.M. \$4.00

ALL SEATS RESERVED—ORDER BY MAIL

## ART CINEMA

1017 BROAD ST., PROVIDENCE, R.I. 02905

USE THIS COUPON

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

NO. OF SEATS \_\_\_\_\_ AT \$ \_\_\_\_\_ TOTAL \$ \_\_\_\_\_

MATINEE ☐ / EVENING ☐ / DATE REQUESTED \_\_\_\_\_

Send check or money order payable to the THEATRE, with stamped, self-addressed envelope.

EASY TO REACH FROM BOSTON via New 1-95  
Take 1-95 thru Prov. to Thurber Ave. exit  
Right on Thurber ½ mile to Broad St.



## The Reader Writes More

Continued from page one

be given the option of electing, in partial fulfillment of one of the other requirements, one of two large lecture courses which she is required to take. The lecture courses themselves seem to fall neatly into the various categories which define the other requirements; for example, Hellenic Heritage, which includes both literature and art, might very logically be used to partially fulfill the requirement for two units in the fine arts or a second literature. Similarly, the lecture course on Chinese Civilization might be thought of as primarily a history course, and the one dealing with developing societies (222) will, if I am not mistaken, include concepts from most if not all of the social sciences.

The four-unit natural science requirement is undoubtedly the largest bone of contention in the whole controversy, as it is the longest and most demanding one for humanities majors to wade through. The above scheme might partially alleviate the problem, however, since Extradepartmental 221 clearly aims to examine scientific thinking in terms of its relevance to twentieth-century society—a much broader emphasis than a specific science department can conveniently give. This concept would seem much less foreign to a humanities major, who might be more likely to remember some of the ideas presented in that course, whereas, for many people, the facts learned in an introductory science course have a marked tendency to evaporate after the final exam.

A final objection to the requirement situation as it now stands is this: by requiring two lecture courses, the college has, in fact, only added extra units to the other requirements, so that a student will actually end up taking five units of science and four of social science, or some other such combination. The idea that a large lecture course is a necessary experience for one's total education is a valid one, but not valid enough it seems to me, to warrant requiring two such courses for graduation. The plan outlined above would both eliminate some of the repetition, and would provide a much stronger reason for requiring the lecture courses. Most importantly, the student would have one more valuable unit to fill with an elective of her choice, even though none of the requirements would be actually reduced.

I should like very much to hear a reaction to this plan—either negative or positive. If by chance the idea has already been discussed and rejected by SEC or the Academic Council, I would like to know why. The requirement situation is undeniably a source of universal consternation; I don't see why it should not become a point of constructive debate.

Most Sincerely,  
Virginia Blankenhorn '69

## H of H Query

To the editor:

In the article in last week's News entitled "Views Vary on Residency System," Mrs. Tenney is quoted as having stated that Wellesley prefers the "older, more mature housemothers" over resident couples. By "Wellesley" does she mean the students as well as the administration? Perhaps this distinction should have been made.

Also, are we to assume that since "Wellesley prefers" housemothers, the resident couple system will not be tried out in the near future on an experimental basis in one of the dorms? Personally, I "prefer" the resident supervisor—housemother or otherwise—who has other qualifications as well as that of being over thirty-five.

Sincerely,  
Doris White, '67

## We Liked It!

To the editor:

In concern for Mary Cumpston's dilemma regarding the conflict between creativity and conformity, we support her efforts to individualize her room, considering that the decorations were temporary and aesthetically pleasing.

Sincerely,  
Sue Ellen Tatter '68  
Catherine Wells '68  
Anne Ralston '68  
Chris Church '68  
Sue Parker '68  
Liz Tobin '68  
Lois Johnson '68  
Nancy Bell Coe '70  
Betsy Hobson '70  
Daniel S. Pool '69  
Ronnie Wilner '70  
Kathy Hudson '70  
Liz Agle '70

George Wardwell '68  
Jocelyn Keene '70  
Stephanie Casale '70  
Diane Hawk '68  
Jan Heckenkamp '68  
Nancy Shavet '68  
Joan Manheimer '68  
Susan Nyers '68  
Cindy Dorrance '70

## Amen?

To the editor:

I find "Disgraceful" simply deplorable.

Carlo Francois  
Associate Professor of French

## Formal Proposal

To the editor:

This year, in order to make the Princeton Junior Prom a more memorable occasion, the Junior Prom Committee is urging all those attending to dress formally. Although the dance will not be officially "black tie," the committee would like to enhance the atmosphere of this traditional evening.

We have written to you in the hope that you will be able to help us sell this idea to your Princetonian date. We of the committee know that you would enjoy a formal dance as much as we would enjoy having you. When your date calls, tell him you'd like to go formal. If you have already been invited, drop him a note to let him know you have heard. The committee has arranged to rent tuxedos at an extremely reasonable rate to all those who do not own one.

Won't you join us in making this year's Junior Prom a very special event?

Sincerely,  
The Junior Prom Formal  
Wear Committee

## Weekly Calendar

**Who's Afraid of Virginia Woolf?** will be presented Feb. 24 and 25 at 8 p.m. in Alumnae Hall. Admission \$1.50, Wellesley College students \$1.00.

### Winterfest

Regional cultural festival, Feb. 19-26 at the Hub. Films, plays, exhibits, and lectures.

### Music

First performance of "Ash Wednesday", oratorio by John Crawford, assistant professor of Music, by the Wellesley College Choir, Harvard University Glee Club and Cambridge Festival Orchestra, Feb. 26 at 8 p.m. in the Houghton Memorial Chapel.

Symphony Hall recital by Arturo Benedetti Michelangeli, Italian pianist, Feb. 26.

### Poetry Readings

Reading of T.S. Eliot's "Ash

Wednesday" by David R. Ferry, chairman of English department. Pope Room, Feb. 20, 4:15.

Poetry reading by A.R. Ammons, Pope Room, Feb. 22, 4:15.

### Art

Jean Auguste Dominique Ingres Centennial Exhibition will be at the Fogg Museum in Cambridge until April 9. Featured are drawings, water-colors and oil sketches from American collections.

### Theater

**The Owl and the Pussycat** is at the Shubert Theater for a three-week engagement.

**Othello** will be presented at the Back Bay Theater by the Opera Company of Boston on Feb. 24, Feb. 27, and March 6. It will star Renata Tebaldi as Desdemona.

**The Hemingway Hero** a new play by A.E. Hutchner, is at the Wilbur Theater for a two week pre-Broadway engagement. Gary Merrill will star.

## MUSICAL INSTRUCTION

Guitar  
Folk, Classical, Rock and Roll  
Drums, Banjo, Piano  
Mandolin

**Wellesley  
Music Center**

70 Central Street  
CE 5-7393

**Wellesley Florist  
And Fruiterer**  
*Flowers for  
All Occasions*

40 CENTRAL STREET  
237-9200

## Mark Stevens

FAMOUS NAME SHOES  
Feminine Footwear - Fashions  
Attractively Low Priced  
564a Washington Street  
Wellesley Sq. CE 5-3603  
Across from the  
South Shore National Bank  
Open Friday night 'til 9 P.M.

## College Comes to Grips With Dorm "Gripes"; Action Ensues

by Mary Enterline '70

"E-e-e-k!" you screech as you jump out of bed and look at your clock. "It's 8 a.m.—too late for breakfast. How could I be so stupid and oversleep this morning?" you wonder. "I have three classes and not an extra moment to eat."

Furiously you begin rummaging through your room for something—anything—to eat. "Why, oh why, was I such a pig as to finish that box of candy last night?" you moan. "I just can't endure those four long hours until lunch—without nourishment I'll collapse!"

### Listen to Her

Suddenly the form on the other bed begins to stir and a head emerges from under the covers. "For heaven's sake, will you quiet down?" your roommate complains. "You'd think you were going to die."

"I am," you reply, "from starvation. It's after 8."

"So what?" she mutters. "Don't tell me you've forgotten that breakfast has been extended until 8:15. Even you couldn't be that absent-minded! Now get out of here and let me sleep."

### Extended Breakfasts

Grabbing your pillow and hurling it at her, you bound out the door before she can retaliate. Your strength and good humor have suddenly been restored.

Does this situation seem familiar? It might, for it or one like it was re-enacted all over campus

just before vacation when breakfasts in the dorms were extended until 8:15 a.m.

### Sisters Fee

This extension of breakfast, according to Diane Sawyer '67, chairman of the house presidents' council, was one of the suggestions the freshmen reps presented to the Senate. The "dorm gripes" were then submitted to the house presidents' council and Mrs. Asa Tenney, director of residence, for consideration.

They have already implemented one other idea. Sisters of Wellesley students may now stay in the dorms without charge for three days each year.

### Refrigerators, Locks?

Additional suggestions have become possibilities. Right now Mrs. Tenney is investigating the feasibility of adding vending machines which sell different kinds of foods and of installing refrigerators which the girls may use in the dorms.

Diane is discussing with Connie O'Dea '68 whether or not girls should be permitted to install locks on the doors of their rooms at their own expense if they so desire. Connie has discovered an inexpensive key-operated lock, but a locksmith must install it; this would mean drilling a hole in the door. In a survey of her dorm, Connie found that three-fourths of those polled felt that girls should be allowed to install locks, and one-half of them would install locks if they were allowed.

## Lecture by College President Will Discuss Victorian Woman

Miss Ruth Adams, president of the College, will lecture on "Angela Burdett-Coutts: Female Phenomenon", Mon., Feb. 27 at 4:15 p.m. in the Pope Room. The lecture is arranged by the Student Education Committee.

Miss Adams gathered material in England for a biographical study of the 19th century philanthropist under a Ford Foundation grant. Work on the biography is presently in suspension, she says, "because Wellesley gives me no time!"

### Impossible Biography

Miss Adams finds Angela Burdett-Coutts "fascinating because her life touches on every important aspect of Victorian life and thought — religion, finance, politics, literature, 'the Empire,' industry, the class structure, the royal family — you name it, she

had some involvement in it. Obviously, working a good inclusive biography is IMPOSSIBLE." Miss Adams wrote her Ph.D. thesis at Harvard on "The Victorian Working Woman in Fact and Fiction, 1860-1890." As a member of the English department of the University of Rochester from 1946-1960, she specialized in Victorian literature.

## Community Playhouse

Wellesley Hills Cedar 5-0047  
Evenings at 7:45  
Evenings at 7:45 Matinee as Indicated

Sunday Continuous Beginning at 5

NOW Ends Tues. Feb 28

Mats daily at 2 Wed thru Sat.

Fred MacMurray in

Walt Disney's

"FOLLOW ME BOYS"

14 DAYS Beginning Wed.

March 1

SHIRLEY MacLAINE &

MICHAEL CAINE

in "GAMBIT"

## Jimmy's

RESTAURANT  
79 Central St.  
Wellesley, Mass.  
Tel. 235-9875  
deliveries

**Cinema I & II**  
SHOPPERS' WORLD  
FRAMINGHAM

In Color

Walt Disney's  
**"MONKEYS, GO HOME"**

Maurice Chevalier  
Yvette Mimieux  
Early Show Vacation Week  
11:00 AM-1:00-3:00  
5:00-7:00-9:00

In Color

**QUILLER . . . he's Not Just  
Another Spy**

**"THE QUILLER  
MEMORANDIUM"**

George Segal  
Alec Guinness  
1:30-3:35-5:30  
7:30-9:30

GENERAL CINEMA CORPORATION  
TWIN AUDITORIUMS ★ ART GALLERY ★ PUSHBACK SEATS ★ GIANT SCREEN ★ ACRES OF FREE PARKING

WELLESLEY, Washington Street - WELLESLEY HILLS - WESTON ROAD - WELLESLEY LOWER FALLS - MILLIS - DOVER - FRANKLIN (East) - SHARON

## South Shore National Bank

Member F.I.D.C.

### TOWNE TAXI

237-1323  
Serving Wellesley  
Logan Airport - MTA  
Rt. 128 - RR Station

### GET DISCOUNT CARD

on Patent Medicines - Vitamins - Cosmetics - Toiletries - Etc. at  
**CARROLL'S (Sal-Mac, Inc.)**  
572 Washington Street  
Call CE 5-2489 for Free Delivery  
Hours Mon.-Sat. 8 a.m.-6 p.m.  
Charge Accounts & Free Check Cashing

Passport Photos plus Photos For Applications, Licenses, etc.  
Custom Photo Frames

## BUBERTS

83 Central Street